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ABSTRACT

Research conducted by Wider Opportunities for Women (WOW) in 1993 confirmed the following: young women are still concentrated in traditionally female training areas and are still virtually absent from technical and high-wage training areas; discrepancies between males' and females' wage and unemployment levels are greatest among individuals who do not attend college; and clustering of females in traditional occupational areas still persists even at many of the 15 school-to-work transition demonstration sites overseen by the U.S. Department of Labor and Jobs for the Future. The Manufacturing Technology Partnership (MTP) in Flint, Michigan, proves that young women can succeed in nontraditional school-to-work programs. In view of these findings, WOW formulated a series of program recommendations concerning the following aspects of training young women for nontraditional careers: recruitment, nonbiased assessment/career exploration, prevocational training, survival skills, preparing employers and unions, training for vocational counselors and instructors, and workshops for parents. (This document contains the program recommendations, recommendations regarding implementation of the proposed School-to-Work Opportunities Act and a report summarizing WOW's recommendations regarding the Act's provisions and its references to gender and nontraditional occupations.) (MN)

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ENSURING QUALITY SCHOOL-TO-WORK OPPORTUNITIES FOR YOUNG WOMEN

by

Donna Milgram and Kristin Watkins

WIDER OPPORTUNITIES FOR WOMEN

A Working Paper Released in Cooperation with the American Youth Policy Forum

March 1994

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ENSURING QUALITY SCHOOL-TO-WORK OPPORTUNITIES FOR YOUNG WOMEN

Wider Opportunities for Women works to achieve economic independence and equality for women and girls in education, training, employment, and changes in the workplace. A key part of that mission is ensuring that young women gain a fair share of the quality training for the well-paid jobs of the future.

In research conducted in 1993, WOW documented that in the Department of Labor's model School-to-Work demonstration sites, young women are concentrated in traditionally female training areas, such as teaching, nursing, and clerical work, and are virtually absent from technical and high-wage training areas. These findings are disappointing for the futures of the young women served, but most importantly, they indicate that new and supposedly "state of the art" training continues to perpetuate sex bias and sex stereotyping that will result in continued wage disparities between men and women.

Why does this occupational segregation persist in such programs? Is it because young women are not interested in careers in repair technologies, machinery, telecommunications, and electronics? WOW's experience tells us this is not the case. Notably, the one School-to-Work demonstration site that concentrated on training young women for automotive technology -- the Manufacturing Technology Partnership in Flint, Michigan -- was successful in recruiting and retaining young women in the project. School-to-Work programs need only focus on recruiting young women and make relatively minor changes in program design to recruit, train, and prepare young women for these fields.

Without legislative directives to address occupational segregation in these programs, however, unequal training opportunities will continue as the status quo. A review of the findings in WOW's research illuminates what we can expect in future training. Moreover, legislative history in other education and training systems reveals that change can be affected through national policy. The framework for such change is the recognition that occupational segregation is antithetical to America's workforce needs, must be prevented in federally funded training initiatives, and is a priority in setting legislative goals, designing programs, and defining successful outcomes for programs.

Background: Why Young Women Not Going to College Need Our Help Most of All

According to the Bureau of Labor Statistics, 31% of young women receiving high school diplomas in 1992 did not participate in the labor force, compared to 15% of young men graduating in 1992. Among high school drop outs, the numbers are even more startling; 44%, or nearly half, of young women without a high school diploma are unemployed as compared to 35% of young men.[1]

Of those young women and men who have graduated from high school, and do progress to employment, there is tremendous disparity in the occupational fields that they work in and in the wages they earn. Young women are clustered in sales, service, administrative and clerical support occupations, while young men are clustered in trade and industry occupations.

Even in the 1990s, most young women graduating from high school and going straight into the workforce can expect to take home paychecks that are 25% smaller than their male counterparts. Thirty percent of young women are employed in administrative support occupations, with an average wage of $364 per week. Another 22% of young women are employed in sales occupations, with an average wage of $313 per week. In contrast, 39% of young men are employed as operators, fabricators and laborers with an average wage of $393 per week and 20% of young men are employed in precision production, craft and repair occupations, which pay an average wage of $503 per week. In summary, about half of young women work in jobs that pay an overall average wage of $338

[1] Source: October 1992 Current Population Survey, Bureau of Labor Statistics.

per week, while almost 60% of young men work in jobs that pay an overall wage of $448 per week -- a $110 wage differential.[2]

TABLE 1
OCCUPATIONAL CLUSTERS OF EMPLOYED HIGH SCHOOL GRADUATES, 16 TO 24 YEARS OF AGE, NOT ENROLLED IN SCHOOL, BY SEX

FEMALE

OCCUPATIONAL CATEGORY	% OF YOUNG WOMEN WORKING IN CATEGORY	AVERAGE WAGE
Administrative Support	30%	$364
Sales	22%	$313

MALE

OCCUPATIONAL CATEGORY	% OF YOUNG MEN WORKING IN CATEGORY	AVERAGE WAGE
Operators, Fabricators, & Laborers	39%	$393
Precision Production, Craft & Repair	20%	$503

COMPARISON

% of Young Women in Top 2 Occupational Categories	52%	Average Wage	$338
% of Young Men in Top 2 Occupational Categories	59%	Average Wage	$448
		Wage Differential = $110	

Why are young women graduating from high school earning wages so much lower than young men? Data on vocational education and apprenticeship training provides us with at least a partial explanation. Young women are being trained for different jobs than young men. In 1987, female high school students were by far best represented in vocational education courses that taught clerical skills, while male high school students were greatest in number in trade and industry courses.[3] With regard to apprenticeship, a 1992 General Accounting Office Report shows females as only 6.5% of all apprentices (n=13,784) and highly represented in apprenticeships such as cosmetology (90%), which pays an average wage of $247 per week. Young women are underrepresented in

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[2] Source: Unpublished tabulations from October 1992 Current Population Survey, Bureau of Labor Statistics. Based on seven- to eight-year time frame for 16 to 24 year-old high school graduates.

[3] Source: "Vocational Education in the United States: 1969-1990," National Center for Education Statistics.

apprenticeships in trades such as car repairer (0.5%), which has an average wage of $717 per week.[4] Clearly, there is a relationship between the vocational and apprenticeship training that young women receive and the low paying jobs in which they are ultimately employed, when they are employed at all.

WOW's Findings: The Representation of Young Women and Men in School-to-Work Demonstration Sites

Will the Administration's School-to-Work Opportunities Act prepare young women for the high-tech, high skilled and high paying jobs that characterize our changing labor market? Or will young women continue to be trained in only low paying clerical, sales and service fields? This summer Wider Opportunities for Women sought to answer these questions by collecting sex segregated data on 15 School-to-Work Transition demonstration sites overseen by the U.S. Department of Labor and Jobs for the Future. It was WOW's understanding that the Administration's School-to-Work bill would build upon and advance existing youth apprenticeship and School-to-Work programs, so we wanted to examine how some of the Department's demonstration sites were serving young women.

Table 2 on the *Representation of Young Men and Women in School-to-Work Demonstration Sites* represents WOW's findings (See Page 4).

As Table 2 indicates, there are no young women at all in three of the 14 demonstration sites and only one or two in three other sites. Thus, six of the 14 regular demonstration sites have either none or very few young women. Across the 14 demonstration sites there are fewer young women than young men overall; they are only 42% of the site participants. Most revealing, however, is that 90% of the young women are clustered in the last five demonstration sites on the chart: note the occupational areas -- the majority of the young women are in the allied health careers, teaching and education, graphic arts, and office technology -- most of which are traditionally female.

While the last four sites appear to have a greater balance between the number of young women and men in them, WOW found that occupational segregation by sex existed within at least two of these programs. In Boston's Project ProTech, 29% of female graduates entered a nursing track, while no males did so. In the Kalamazoo program, 72% of the young women doing externships are on nursing tracks; none of the young men are. Across these programs, young men have trained for high-tech occupations such as bio-medical technician, computer science, radiology and cardiovascular services. While nursing wages have improved enormously in recent years, it is still a traditional occupation for women. It is uncertain whether or not similar sex segregation exists in the Pasadena or Cornell programs because occupational data by sex was not obtainable from these sites where it is not collected in this form.

The pie chart on page 5 shows the number of young women being trained for nontraditional skills across all 15 demonstration sites, including the demonstration site focusing on young women in nontraditional skill areas. Nontraditional occupations for females are jobs in which less than 25% of the workforce is female. Since women are concentrated in 20 of 440 broad occupational classifications, the majority of jobs are nontraditional for women. As the chart indicates, only 16%, or 41 young women are in nontraditional skills training; half, or 20, of these are in the single nontraditional site. Fifty-five percent of the young women are in traditional occupations and 29% of them are in programs where data is not available on their occupational training.

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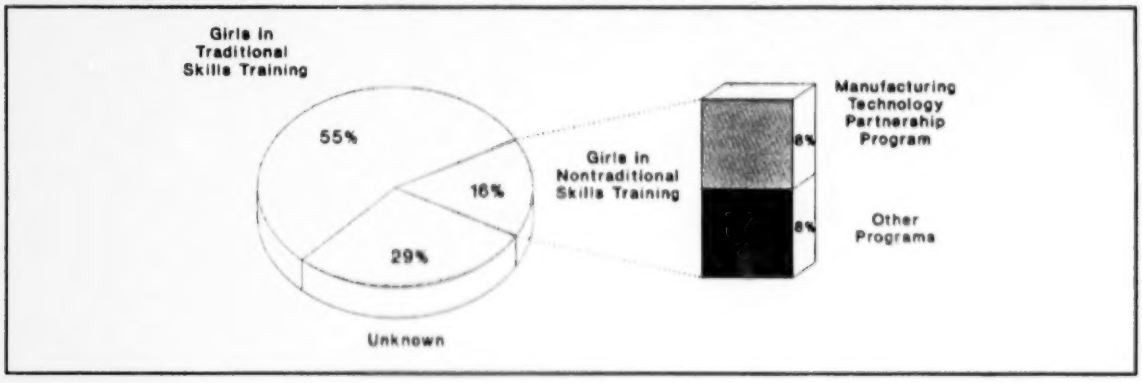
[4] Source: "Apprenticeship Training: Administration, Use, and Equal Opportunity," General Accounting Office.

TABLE 2
REPRESENTATION OF YOUNG MEN AND WOMEN
IN SCHOOL-TO-WORK DEMONSTRATION SITES*

DEMONSTRATION SITE	YOUNG MEN	YOUNG WOMEN	SKILL/OCCUPATIONAL AREA
Illinois Youth Apprenticeship Program (Senn, IL site)[1]	28	0	metalworking/manufacturing technology
Maryland Mech Tech[1]	6	0	machining
Pickens County Youth Apprenticeship (South Carolina)[2]	4	0	electronics
National Alliance of Business/Davea Career Center and Sears & Roebuck (Addison, IL)[1]	29	1	repair technology
Toledo (OH) Area Youth Apprenticeship Program[1]	13	1	health, industrial automation, building/carpentry, insurance
Seminole County School District and Siemens Stromberg-Carlson (Florida)[1]	20	2	telecommunications and electronics
Craftsmanship 2000 (Tulsa, OK)[3]	14	3	metalworking
Illinois Youth Apprenticeship Program (Rockford, IL site)[1]	8	5	metalworking/manufacturing technology
Pennsylvania Youth Apprenticeship Program[3]	91	9	metalworking
Careers in Education (Cambridge, MA)[2]	3	13	teaching and education careers
Cornell Youth and Work Program (Ithaca, NY)[2]	17	22	manufacturing/engineering technology, health care, administrative/office technology
Pasadena Graphic Arts Academy (California)[2]	52	47	administrative/clerical, production support, design, typesetting, camera operator, platemaking, printing sales/management
Kalamazoo Health Occupations (Michigan)[2]	14	63	allied health careers
Project ProTech (Boston)[3]	38	70	allied health careers
TOTAL	337	236	XXXXXXXXXXXXXXXXXXX
NONTRADITIONAL SCHOOL-TO-WORK DEMONSTRATION SITE			
Manufacturing Technology Partnership (Flint, MI)[1]	30	20	automotive technology

* Data is from 1992-1993 or 1993-1994 school years. Data was not available from all sites.
[1] U.S. Department of Labor demonstration site
[2] Jobs for the Future demonstration site
[3] US DOL and Jobs for the Future demonstration site

REPRESENTATION OF YOUNG WOMEN IN SCHOOL-TO-WORK DEMONSTRATION SITES



What are some of the reasons that young women are not in more of the high-tech or skilled trade demonstration sites? WOW asked an administrator of one of the nontraditional programs that had no young women what efforts were made to recruit them, and he said, "Since this work is associated with being dirty, girls generally aren't interested." WOW thinks it is unlikely that getting dirty is a barrier to skills training for most young women; at least 13 young women in the sites are doing nursing externships where they are required to change bedpans and bathe patients, certainly very dirty work. It is more likely that the barrier is that these young women have had limited career counseling and female role models for nontraditional fields. In addition, it is our belief that limited proactive recruitment of young women for more nontraditional options was included in the program design. The Montgomery College Skilled Worker Emeritus Program, which is designed to attract youth into the skilled trades by sending outstanding skilled workers into area high schools as ambassadors of the trades, has only one woman out of 15 Emeriti. Not surprisingly, it is an excellent cutting edge program in all ways but one -- it has failed to attract women. Montgomery College is now working actively to remedy this.

Model Nontraditional School-to-Work Site: The Manufacturing Technology Partnership (Flint, MI)

It is clear that young women can succeed in nontraditional School-to-Work programs. One program -- the Department of Labor's Manufacturing Technology Partnership (MTP) site in Flint, Michigan -- showed that it could be done if it is a part of the program objectives. Of the 50 students being trained in automotive technology during the 1992-1993 school year, 20 were young women.

In many respects, the Manufacturing Technology Partnership (MTP) resembles other School-to-Work models. Established in 1992, MTP was initially designed to enable high school juniors and seniors to successfully complete high school, master the information and competencies necessary to score well on the General Motors-United Auto Workers Apprenticeship (UAW) Test and interview, and prepare for college-level work in industrial technology. In its second year, the program expanded to focus more broadly on manufacturing technology and to include additional worksites, while continuing to integrate academic subjects like algebra and physics with skilled trades training such as welding, drafting, machining and electronics into the program curricula. During the school year, students participate in academic instruction at their home school, hands-on technical training at the technology center, and paid work experience at a partnership work site where skilled tradesworkers serve as mentors. During the summer, students work from 24 to 40 hours per week. The MTP is a cooperative venture of local employers and unions, including General Motors and the UAW; the Genesee Area Skill Center (GASC) Technology Center; the Private Industry Council; and the local high schools and community colleges.

What makes this site different than the others? MTP specifically focuses on training young women for nontraditional careers and with little additional effort includes several of the necessary program elements for successfully doing so. In all of its recruitment efforts, including program brochures and presentations to counselors, principals, students, and parents, MTP emphasizes that priority for acceptance in the program is given to qualified young women and minorities. MTP also involves female role models in its recruitment efforts. Women working in nontraditional jobs participate in program presentations to students and help young women overcome any concerns they may have about working in a nontraditional job. The program has had no shortage of interest from qualified young women. Of the 122 applications received for the 1993-94 school year, 59 female students and 63 male students applied. Of the 58 students accepted in the program this year, 25 were young women.

Once accepted into the program, young women have access to female mentors in the classroom and the workplace. Both male and female students participating in the program attend a sexual harassment prevention workshop to let them know what is and is not acceptable behavior on the worksite and what to do if sexual harassment occurs. In recruitment of employers, the program focuses on the incentives employers have for training young women for nontraditional careers, including equal employment opportunity goals. To help bring school staff on board for training young women for nontraditional careers, the program also provides training for them on the value of nontraditional careers, including the high wages and career ladders not found in most traditionally female jobs, and takes them on worksite visits, where they can actually see women working in nontraditional jobs.

WOW's Program Recommendations for Training Young Women for Nontraditional Careers

WOW's experience in our six nontraditional demonstration sites for adults in Job Training Partnership Act (JTPA) programs indicates that it is necessary to include the following program elements to successfully train young women for nontraditional careers:

Recruitment

Since most young women are unfamiliar with nontraditional jobs, School-to-Work Opportunities programs in male-dominated occupations will have to educate young women about nontraditional jobs as part of the recruitment process. Recruitment materials should emphasize information about the types of jobs in which nontraditional training will result and the salary range for entry-level and experienced workers. All brochures, flyers and radio and TV announcements should feature photos and testimonials of women doing nontraditional occupations. Because not all nontraditional jobs are for all young women, programs should plan to recruit more women than they plan to train.

Nonbiased Assessment/Career Exploration

Many standard assessment tools evaluate interests and aptitudes that are based on past experience. As a result, they tend to screen young women out of nontraditional jobs. Because no assessment tool has been developed that does not screen young women out of nontraditional jobs, assessment should include interviews that draw out skills and interests young women may have that are transferrable to nontraditional employment. Because young women are likely to express interest in only those jobs with which they are familiar, assessment should follow career exploration activities, including the provision of career information, access to role models in nontraditional careers, and visits to worksites.

Prevocational Training

Insufficient prevocational training leaves many young women unprepared to keep pace with occupational skills training or entry-level employment in nontraditional occupations. They may fear math -- a requirement for most technical and trade jobs; they may be unfamiliar with tools; and they may not be used to doing the heavy

lifting that some nontraditional jobs require. To ensure young women's success in nontraditional training and employment, School-to-Work programs in male-dominated occupations should include occupationally specific math skills, tool identification and use, and physical conditioning. Such services can also be useful for young men.

Survival Skills

Young women interested in nontraditional occupations must be prepared for the sexual harassment and isolation they are likely to face in the classroom and the workplace. "Survival skills" training for nontraditional occupations should include instruction in women's legal rights on the job and techniques to prevent and diffuse sexual harassment. Young women in nontraditional training should also have access to an ongoing support group for young women participating in nontraditional School-to-Work Opportunities programs.

Preparing Employers and Unions

Training programs in male-dominated occupations should prepare employers and unions to successfully receive young women in nontraditional occupations in the workplace. Activities to prepare employers and unions include workshops on how to prevent the isolation of young women on the jobsite, the provision of changing facilities and equipment for young women, and sexual harassment prevention, including sending a strong top-down message to all employees that sexual harassment will not be tolerated.

Training for Vocational Counselors and Instructors

Like many young women themselves, some counselors and instructors may not know any women in nontraditional jobs and may not think that women can do nontraditional jobs or are interested in them. In-service training for vocational counselors and instructors should include information about nontraditional jobs for women, instruction on how to present nontraditional career options to young women, and role model panels.

Workshops for Parents

Young women may not find support from parents for working in a nontraditional occupation. Workshops that acquaint parents with the types of training and jobs that their daughters can be in and addresses parents' fears and concerns can be the catalyst for parents supporting daughters who want to make nontraditional career choices. Such workshops should emphasize the career futures in technical and nontraditional fields and the higher wage potential that such a job can offer their daughter.

WOW's Policy Recommendations

Are these nontraditional program elements a service delivery issue or a legislative issue? It has been WOW's experience that they are both. Young women will be trained for nontraditional jobs only if these program elements are spelled out in the legislation, and if the Departments of Labor and Education oversee a strong implementation of these provisions. In December of 1991, the Nontraditional Employment for Women (NEW) Act was signed into law, which requires Private Industry Councils and States to set goals for training women in nontraditional jobs through the Job Training Partnership Act. The Private Industry Councils and States must develop a plan to do so, collect data by sex, race, age and occupation, and report on their progress regularly. Since the passage of the law, in less than two years, WOW has seen extensive proactive efforts by the JTPA system to train women for nontraditional jobs. Workshops on nontraditional training are now a regular part of national and state job training conferences. WOW recommends that similar legislative initiatives be passed and actively implemented for School-to-Work Opportunities programs.

School-to-Work Opportunities Act

- *WOW recommends that the School-to-Work Opportunities Act retain all references to gender and nontraditional occupations currently in the House and Senate versions of the bill. (See Attached)*

- *WOW recommends that the Senate report language referring to the importance of training young women for nontraditional careers be retained in the conference report. (See Attached)*

- *WOW recommends that language preventing waivers of the Nontraditional Employment for Women Act and the sex equity provisions of the Carl D. Perkins Vocational Education and Applied Technology Education Act be included in the conference report. (See Attached)*

Implementation of the School-to-Work Opportunities Act

The Departments of Labor and Education should provide guidance to program grantees through the rules and regulations process on how to ensure young women's participation in School-to-Work Opportunities programs that are nontraditional.

Development and Implementation Grants to States

Guidance should be provided on the following:

Recruitment and Career Information

- Successful activities for developing young women's awareness of nontraditional careers, such as videos that present nontraditional career options, afterschool visits to nontraditional worksites, and access to women working in nontraditional jobs.

- Successful techniques for recruiting young women for nontraditional careers, including the development of brochures and videos that feature women of all ages and ethnicities in nontraditional occupations.

- The importance of having women in nontraditional occupations as workplace mentors and how to locate them. Medium-sized and large employers are likely to already have women working in nontraditional jobs, but smaller employers may need to go outside their companies.

Support

- The importance of bringing together young women participating in nontraditional School-to-Work programs to discuss issues related to sexual harassment or isolation they face in the classroom or workplace.

- How to establish a liaison among young women in nontraditional work-based learning activities, their parents, and their employers to address workplace issues related to gender, including sexual harassment and isolation.

- How to link young women with the supportive services they need in order to participate in a School-to-Work program, such as child care and transportation.

Employers

- The types of incentives employers have for hiring young women for nontraditional work-based learning opportunities. Under the Nontraditional Employment for Women Act, an amendment to JTPA, Private Industry Councils (PICs) and States must set goals for training women for nontraditional jobs. Young

women participating in nontraditional School-to-Work programs can help PICs and States meet these goals and may also be eligible for JTPA wage subsidies. In addition, many employers have their own equal employment opportunity goals.

- How to address employers' concerns about hiring young women for nontraditional work-based learning opportunities.

- Successful strategies for the retention of young women in nontraditional careers.

Capacity Building

- Technical assistance and training that includes, as a matter of course, information to help prepare employers to successfully receive young women for nontraditional work-based learning opportunities. For example, by preventing isolation of young women on the worksite, providing changing facilities and equipment for young women, and sending a strong top-down message that sexual harassment will not be tolerated.

- Technical assistance and training for teachers and counselors that includes, as a matter of course, information about nontraditional jobs for women, instruction on how to effectively present nontraditional career options to young women, and role model panels. Technical assistance can also be provided on how to locate women working in nontraditional jobs who can serve as workplace mentors to young women and how to set up support groups and facilitate networks for young women in School-to-Work programs focusing on nontraditional careers in order to improve their retention.

- The role of the sex equity coordinator and the types of information and resources on nontraditional careers for young women that she or he can provide.

- The importance of enlisting the participation of associations of women in nontraditional jobs in School-to-Work programs, linking young women to these associations, and how to identify these associations.

Data Collection

- How to maintain a statistical breakdown of young women participating in School-to-Work programs, including the type of school-based and work-based learning in which they participated, by occupation; the type of supportive services provided; whether the participant was placed in a job after participation in the program, and if so, the occupation and wage-at-placement; the participant's sex; the participant's race; and information on retention of the participant in the program and in post-program placement, if any.

Implementation Grants

Guidance should be provided on the following:

- Successful methods of preventing sexual harassment in the classroom and worksite, such as sexual harassment prevention workshops for employers, instructors, and the young women themselves.

- The nontraditional employment training activities under the Carl Perkins Act and JTPA, including the Nontraditional Employment for Women Act, and how the States can coordinate their efforts to ensure young women's participation in nontraditional School-to-Work programs with these activities.

- How to set goals for young women's participation in nontraditional school-to-work programs.

Additional Application Information

WOW recommends that the Departments instruct the States applying for development grants to give a description of how they will ensure young women's participation in nontraditional School-to-Work programs since the States are required to demonstrate how they will do this when applying for implementation grants.

WOW recommends that the Departments instruct the States that applications for implementation subgrants by local partnerships should include a description of how the local partnership will ensure young women's participation in nontraditional programs. Similarly, local partnership applications for federal implementation grants should also include this information.

WOW recommends that the Departments provide the same guidance above on nontraditional careers to local partnerships. Guidance should also be given that local partnerships can use state subgrants and federal grants for activities to increase the participation of young women in nontraditional School-to-Work opportunities, including career awareness and counseling activities; training for employers, counselors, and teachers; and sexual harassment prevention efforts.

Performance Outcomes and Evaluation

WOW recommends that the Secretaries establish as a performance measure a comparison of the average wage-at-placement between young men and women for assessing the outcomes for young women participating in School-to-Work Opportunities programs and States' progress in meeting their goals for ensuring nontraditional career opportunities.

National Training and Technical Assistance

WOW recommends that the Secretaries provide training and technical assistance on the key program elements for successfully training young women for nontraditional careers, including recruitment, nonbiased assessment and career exploration, prevocational training, survival skills and sexual harassment prevention, training for instructors and counselors, preparing employers to successfully receive young women in nontraditional School-to-Work Opportunities, and workshops for parents.

Amendment to JTPA

Under the Nontraditional Employment for Women Act, States are required to disseminate reports on promising nontraditional vocational education and job training activities. Guidance should be given to the States to make these reports available to School-to-Work Opportunities programs.

Reports to Congress

WOW recommends that the Secretaries' report to Congress include an evaluation of activities and outcomes for ensuring young women's participation in nontraditional School-to-Work programs.

Waivers

Guidance should be given to the States that the Nontraditional Employment for Women Act and the sex equity provisions of the Carl Perkins Act cannot be waived, nor can any nontraditional provisions of the School-to-Work Opportunities Act itself.

Application Rating Process

WOW recommends that points be given in the development grant application rating process for the following:

- a description of how the State will ensure the participation of young women in nontraditional School-to-Work programs;
- a description of the State's plans to use state development grant money to develop strategies to recruit and retain young women for nontraditional School-to-Work programs;
- a description of the State's plans to use state development grants to develop training programs for teachers, counselors, mentors, and others on counseling and training women for high-skill, high-wage careers in nontraditional occupations;
- a description of the collaboration with the sex equity coordinator in planning a School-to-Work program; and
- a description of how the State will enlist the active and continued participation of associations of women in nontraditional careers to support the effort.

WOW recommends that points be given in the implementation grant application rating process for the following:

- a description of the State's goals and the methods it will use, such as awareness and outreach, to ensure opportunities for young women to participate in School-to-Work programs in a manner that leads to employment in high-performance, high paying jobs, including nontraditional employment, and goals to ensure an environment free from racial and sexual harassment;
- a description of the career awareness, career exploration and counseling to help students who may be interested to identify, and select or reconsider, interests, goals, and career majors that are nontraditional;
- a description of how the program plans to collect information on post-program outcomes for young women participating in nontraditional School-to-Work programs;
- a description of the State's strategy for providing technical assistance and training for teachers, employers, mentors, counselors, and others that focuses on the counseling and training of young women for high-skill, high-wage careers in nontraditional occupations;
- a description of workplace mentoring, including how the State will ensure having women in nontraditional occupations as workplace mentors;
- a description of how the School-to-Work program will match students with employers' work-based learning opportunities, including a description of how the program will match young women with employers' nontraditional work-based learning opportunities;
- a description of regularly scheduled evaluations with students, including bringing together young women participating in School-to-Work programs focusing on nontraditional careers to discuss issues related to sexual harassment or isolation;
- a description of how the School-to-Work program will serve as a liaison among young women in nontraditional work-based learning activities, their parents, and their employers to address workplace issues related to gender, including sexual harassment and isolation;
- a description of how the program will link young women in nontraditional School-to-Work programs with associations of women in nontraditional jobs;
- a description of how the School-to-Work Opportunities system will coordinate and integrate its efforts to ensure young women's participation in nontraditional School-to-Work Opportunities programs with existing nontraditional employment training activities under the Carl Perkins Act and JTPA, including the Nontraditional Employment for Women Act;
- a description of the collaboration with the sex equity coordinator in planning a School-to-Work program; and
- a description of how the State will enlist the active and continued participation of associations of women in nontraditional careers to support the effort.

ATTACHMENT: School-to-Work Opportunities Act Provisions and Report Language Referring to Gender and Nontraditional Occupations

WOW recommends that the School-to-Work Opportunities Act retain all references to gender and nontraditional occupations currently in the House and Senate versions of the bill.

- One of the purposes of the Act is to "increase opportunities for minorities and women by enabling individuals to prepare for careers which are not traditional for their race or gender." (H.R. 2884)

- The definition of "all students" means "male and female students from a broad range of backgrounds and circumstances . . ." (H.R. 2884)

- A School-to-Work Opportunities program shall "provide all students with equal access to the full range of such program components (including both school- and work-based learning components) and related activities and to recruitment, enrollment, and placement activities." (S. 1361)

- The school-based learning component of a School-to-Work Opportunities program shall include "career awareness and career exploration . . . in order to help students who may be interested to identify, and select or reconsider their interests, goals, and career majors, including those options that may not be traditional for their gender, race, or ethnicity." (H.R. 2884)

- The connecting activities component of a School-to-Work Opportunities program shall include "collecting information regarding post-program outcomes of participants in the School-to-Work Opportunities program and analyzing such information, to the extent practicable, on the basis of socioeconomic status, race, gender, ethnicity, disability, limited English proficiency, school dropouts, and academically talented students." (H.R. 2884)

- Applications for state development grants shall include "a description of how the Governor, the State educational agency, the State agency officials responsible for vocational education, job training and employment, economic development, and postsecondary education, the State sex equity coordinator assigned under section 111(b)(1) of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2321(b)(1), and other appropriate officials will collaborate in the planning and development of the State School-to-Work Opportunities system." (H.R. 2884)

State development grants must be used to develop a statewide School-to-Work Opportunities system, which may include

- "developing training programs for teachers, counselors, mentors, and others on counseling and training women, minorities, and individuals with disabilities for high-skill, high-wage careers in nontraditional occupations."

- "working with localities to develop strategies to recruit and retain all students in programs under this Act, including those from a broad range of backgrounds and circumstances, through collaborations with community-based organizations, where appropriate, and other entities with expertise in working with these students." (H.R. 2884)

State plans to be submitted in application for state implementation grants shall

- "describe the procedure by which the Governor, the State educational agency, the State agency officials responsible for vocational education, job training and employment, economic development, and postsecondary education, the State sex equity coordinator assigned under section 111(b)(1) of the Carl D.

Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2321(b)(1), and other appropriate officials will collaborate in the planning and development of the State School-to-Work Opportunities system."

- "describe the State's strategy for providing training for teachers, employers, mentors, counselors, and others, including programs which focus on the counseling and training of women, minorities, and individuals with disabilities for high-skill, high-wage careers in nontraditional occupations, and provide assurance of coordination with such activities."

- "describe the State's goals and the methods it will use, such as awareness and outreach, to ensure opportunities for young women to participate in School-to-Work Opportunities programs in a manner that leads to employment in high-performance, high-paying jobs, including nontraditional employment, and goals to ensure an environment free from racial and sexual harassment." (H.R. 2884)

- State subgrants to local partnerships must be used to carry out activities to implement School-to-Work Opportunities programs, which may include "providing supplementary and support services, including child care and transportation." (H.R. 2884)

The Secretaries shall establish a system of performance measures for assessing state and local programs regarding

- "participation in School-to-Work Opportunities programs by employers, schools, students, and school dropouts, including information on the gender, race, ethnicity, socioeconomic background, limited English proficiency, and disability of all participants." (H.R. 2884)

- "progress in developing and implementing strategies for addressing the needs of all students in the State." (S. 1361)

- "progress in meeting the goals of the State to ensure opportunities for young women to participate in School-to-Work Opportunities programs, including participation in nontraditional employment." (S. 1361)

- "outcomes of participating students and school dropouts, by gender, race, ethnicity, socioeconomic background, limited English proficiency, and disability of the participants . . ." (H.R. 2884)

WOW also recommends that the following Senate report language referring to the importance of training young women for nontraditional careers be retained in the conference report.

"Ensuring that all young women have the same opportunities, encouragement and options as young men is an integral component of this Act. The Departments should maintain a statistical breakdown of girls trained in nontraditional occupations. The breakdown should include the occupation and wage-at-placement figures. In addition, the Departments should assess whether proactive measures have been taken by School-to-Work Opportunities programs to recruit, train, place, and retain young women in nontraditional occupational skill areas."

WOW recommends that the following language preventing waivers of the Nontraditional Employment for Women Act and the sex equity provisions of the Carl D. Perkins Vocational Education and Applied Technology Education Act be included in the conference report.

Waiver Authority of Secretary of Education
Sec. 502(c)(8) Waivers Not Authorized

For purposes of this section, provisions of law and regulations relating to civil rights shall include any provision or regulation pertaining to the assurance of equal access to services for special populations, including specialized services, funding reserves (for example, the Sex Equity and Single Parent/Displaced Homemaker/Single Pregnant

Women funding reserves under the Carl D. Perkins Vocational and Applied Technology Education Act and the role and responsibilities of the sex equity coordinator), and data collection.

Waiver Authority of Secretary of Labor
Sec. 503(b)(4) Waivers Not Authorized

For purposes of this section, provisions of law and regulations relating to civil rights shall include any provision or regulation pertaining to the assurance of equal access to services for special populations, including specialized services, goal-setting, data collection and reporting requirements (for example, the Nontraditional Employment for Women Act, which amended the Job Training Partnership Act).

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